

DBT-SUD Skills Group Proposal

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CED 733: Introduction to Group Counseling

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Description and Rationale

Although Dialectical Behavior Therapy (DBT) was originally designed to help treat individuals with multiple and severe psychological disorders, DBT has also expanded to be used with individuals with substance use disorders. According to Dimeff & Linehan (2008), “DBT for substance abusers incorporates concepts and modalities designed to promote abstinence and to reduce the length and adverse impact of relapses” (p. 39). When DBT is administered successfully, clients are able to “envision, articulate, pursue, and sustain goals that are independent of his or her history of out-of-control behavior, including substance abuse” (Dimeff & Linehan, 2008, p. 39). There are multiple theories of addiction which suggest that difficulty with emotion regulation underlie substance use disorders (Warner & Murphy, 2021, p. 501), so DBT skills training can have a positive impact on people with substance use disorders. Dysfunctional behaviors often arise in the presence of emotional dysregulation, and DBT skills training “aims to reduce reliance on harmful regulatory strategies by enhancing peoples’ capacity to tolerate, and regulate, difficult emotions” (Warner & Murphy, 2021, p. 502). In fact, a DBT skills training group (DBT-ST) can be implemented as a standalone intervention for substance use disorders because of its ability to reduce substance use and enhance emotional regulation (Warner & Murphy, 2021, p. 501). Furthermore, because DBT incorporates a dialectic that promotes change and acceptance, it is also consistent with the philosophical approach found in twelve-step programs which are utilized when in recovery for addiction.

Literature Review

The DBT skills training group is designed to focus on four pillars of training: mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness (Caviccholi et al., 2019, p. 2). The first pillar, mindfulness training, “can help to reduce substance use by

disrupting addictive automaticity, enhance tolerance cravings and reduce reliance on maladaptive coping strategies” (Warner & Murphy, 2021, p. 502). In regards to emotion regulation and distress tolerance, these types of skills training can reduce substance use through enhancing the individuals ability to enhance their self-efficacy and tolerate cravings. Lastly, “interpersonal effectiveness training aims to enhance assertiveness and social problem-solving skills so that people can resist peer pressure and maintain satisfying, supportive relationships” (Warner & Murphy, 2021, p. 502). These skills are all important to an individual with substance use disorder to help them prevent relapse. In a 3-month study done by Caviccholi et al. (2019), “participants reported a significant increase in their use of DBT skills from the beginning to the end of treatment” (p. 8) and evidence of improvement of adaptive cognitive and behavioral skills and the decrease of dysfunctional coping strategies at the end of the DBT skills training program. Overall, DBT skills training is associated with large reductions in substance use (Warner & Murphy, 2008, p. 512). It is important to utilize specific activities within each pillar to give the individual hands-on training in each area. For mindfulness, it is important to teach the individual what mindfulness is and then have them practice this skill both in group and in-between sessions, which is reflected in the session outline. According to Warner & Linehan (2008), “findings indicate that when participants received the intended dose of emotion regulation training, DBT-ST was associated with large reductions in emotion regulation difficulties (p. 512), so you can see that two sessions are focused on teaching the client how to identify and name emotions, and then activities to practice regulation of emotions as well. In regard to distress tolerance, the ACCEPTS exercise and the urge surfing exercise are important in teaching the individual how to distract themselves from distressing emotions that can cause relapse. Lastly, enhancing an individual's interpersonal effectiveness skills helps teach the individual how to effectively

communicate and express their needs and wants in a way that is respectful towards others and helps to increase positive outcomes and interactions with others. When someone is recovering from an addiction, it is important to teach them what a healthy relationship looks like with others and with self.

Multicultural Issues

Some multicultural issues to consider when working with this population is that an individual from a different race, ethnicity, and SES status may have learned how to process and handle emotions and trauma differently and their reason for becoming addicted to substances could be caused by a variety of issues. Therefore, it will be important to assess each individual based on their individual diverse background. The leader and co-leader need to be sensitive when addressing the needs of the group and have the ability to broach issues in regards to race, ethnicity, SES status and other areas of diversity that may be present in the group setting. According to Dimeff & Linehan (2008), individuals with substance use disorders typically begin DBT in a mental and behavioral state that we call the “addict mind” and their thoughts, beliefs, actions and emotions are all under the control of substances (p. 42). It is important for the facilitators to be aware of and sensitive to this and have the ability to interact with and differentiate between the individual who is operating from the “addict mind” versus the “clean mind.” Also, there is a difference between what type of substance is abused and how an individual’s cope with and handle abstinence. This is also a diversity consideration that must be considered when working with this population.

Objectives

In the beginning of the DBT skills training group, a pre-assessment will be done in order to measure the scope of abstinence appropriate for each client as well as understanding what the individual expects to get out of the group experience. This will help the leader and co-leader

make sure that the treatment goals for each client are realistic and attainable. The activities that are utilized in a DBT skills training group aim to utilize the four pillars of training in order to reach specific goals for the individual with substance use disorder. These targets include decreasing abuse of substances, alleviating physical discomfort associated with withdrawal and abstinence, diminishing cravings and urges to use, avoiding opportunities and cues to abuse and reducing behaviors conducive to substance abuse while increasing healthy behaviors (Dimeff & Linehan, 2008, p. 40). It is expected that at the end of our ten sessions of DBT-ST that individuals will have a better understanding of what DBT skills are for each of the four pillars, and be able to remain abstinent from substances and enhance their self-efficacy.

Structure and Setting

1. Size of group - The size of the DBT skills group is 3 to 10 individuals.
2. Type of group - Psychoeducational, Co-leadership model.
3. Number of sessions - Total of 10 sessions, 90 minutes each.
4. Meeting times - Meetings will be held on Friday evenings from 4:00pm - 5:30pm.
5. Open or closed group - This will be a closed group that will run in a 10-week cycle.
6. Physical setting - The sessions will be located at *Renewing Life Center* located in Las Vegas, Nevada.
7. Selection of members: The structure of DBT therapy requires that the therapist and client meet ahead of time to determine if the client is ready to enter into a DBT program, which includes individual therapy, group skills training, intersession contact, and peer consultation team meetings (Vaughn, 2021). This involves a screening session and one to two additional sessions where the therapist explains the commitment involved and the willingness of the client to participate in both group and individual therapy.

Session Plan and Outline

Session 1	Session 2
<p>Statement of purpose for the session - Welcome orientation and introduction to Dialectical Behavioral Therapy (DBT). Explain the structure of a DBT skills training group, including the 7 DBT group rules.</p> <p>Goals of the session - Orient members to the format of the DBT skills group, including group rules and norms, make sure that clients have a clear understanding of the four pillars of DBT - mindfulness, distress tolerance, emotion regulation and interpersonal effectiveness.</p> <p>Time Required - 90 Minutes</p> <p>Materials Needed - DBT Skills Leadership Manual, Client History Form (See Appendix III), Pre-Assessment Survey (See Appendix IV)</p> <p>Content and Process -</p> <p>Introduction - (40 minutes) Pre-assessment survey conducted, client history forms filled out, orientation and explanation of group norms discussed.</p> <p>Teaching Time/Didactic Component (20 minutes) Explain what Dialectical Behavior Therapy is, including the structure and rules of a DBT skills group.</p> <p>Working Time/Experiential Activities – (20 minutes) “Icebreaker” Activity to build rapport between leader/co-leader and group members.</p> <p>Process Time - (5 minutes) Each member will leave the group with a “feeling word” that reflects their experience of the first session.</p> <p>Evaluation of each group session - (5 minutes) session rating scale is given to each member at the end of session to measure outcomes - (See Appendix IV)</p> <p>Homework/Follow-up Activities - Create a one-page journal explaining what your expectations are of the group skills training experience and bring this with you to the next group skills session.</p>	<p>Statement of purpose for the session - Understanding the baseline of mindfulness practices and teaching individuals the first pillar of DBT - mindfulness.</p> <p>Goals of the session - Understanding what mindfulness is and being able to practice a mindfulness exercise in group as well as in-between sessions.</p> <p>Time Required - 90 Minutes</p> <p>Materials Needed - DBT Skills Leadership Manual, The Mindful Attention Awareness Scale (MAAS) (See Appendix IV), What is Mindfulness and Mindfulness Exercise Worksheets (See Appendix III)</p> <p>Content and Process -</p> <p>Introduction - (20 minutes) Review journal assignment, Administer the MAAS Scale to group and interpret results</p> <p>Teaching time/Didactic Component – (20 minutes) Explain what mindfulness is, including why it is important and how it can be implemented in one’s daily life.</p> <p>Working Time/ Experiential Activities – (30 minutes) Each member will do the mindfulness exercise worksheet in class and then share with the other group members what their reactions to the exercise were.</p> <p>Process Time - (5 minutes) Each member will choose a mindfulness exercise that they will practice throughout the week and share what that will be with the group.</p> <p>Evaluation of each group session - (5 minutes) session rating scale is given to each member at the end of session to measure outcomes - (See Appendix IV)</p> <p>Homework/Follow-up Activities - Each group member will choose a form of mindfulness that they will practice daily throughout the week and then come to the group and share their experience of the activity.</p>

<p style="text-align: center;">Session 3</p>	<p style="text-align: center;">Session 4</p>
<p>Statement of purpose for the session - Understand the individuals baseline levels of coping with distressing emotions and teaching the group the second pillar of DBT - distress tolerance.</p> <p>Goals of the session - Understand that current coping mechanisms may be unhealthy, how to create healthy coping strategies for distressing emotions.</p> <p>Time Required - 90 Minutes</p> <p>Materials Needed - DBT Skills Leadership Manual, DBT Ways of Coping Checklist (See Appendix IV), ACCEPTS Exercise and Urge Surfing Exercise Worksheets (See Appendix III)</p> <p>Content and Process -</p> <p>Introduction - (30 minutes) Review mindfulness exercise assignment from session two, administer DBT ways of coping checklist to group.</p> <p>Teaching time/Didactic Component – (20 minutes) Teach what distressing emotions are, what distress tolerance is and healthy versus unhealthy coping strategies using the ACCEPTS model.</p> <p>Working Time/ Experiential Activities – (40 minutes) Have the group do the urge ACCEPTS and urge surfing worksheets and then discuss their answers in group.</p> <p>Process Time - (5 minutes) Each member will discuss one thing they learned from the in-class activity that they will incorporate when dealing with distressing emotions.</p> <p>Evaluation of each group session - (5 minutes) session rating scale is given to each member at the end of session to measure outcomes - (See Appendix IV)</p> <p>Homework/Follow-up Activities - Monitor any distressing emotions throughout the week and what skill they were able to utilize to help regulate their emotions.</p>	<p>Statement of purpose for the session - Assist group members in identifying, labeling and managing emotions and the importance of knowing how to do this.</p> <p>Goals of the session - Identify both positive and negative emotions, naming emotions, managing positive and negative emotions.</p> <p>Time Required - 90 Minutes</p> <p>Materials Needed - DBT Skills Leadership Manual, Identify and Name Emotions Worksheet (See Appendix III)</p> <p>Content and Process -</p> <p>Introduction - (20 minutes) Review in-between session homework assignment on distress tolerance and discuss what DBT skills were utilized when dealing with negative emotions.</p> <p>Teaching time/Didactic Component – (40 minutes) Teach group how to identify, name and manage emotions.</p> <p>Working Time/ Experiential Activities - (30 minutes) Group members will do the identify and name emotions worksheet and choose one positive and one negative emotion that they are feeling and discuss this within the group.</p> <p>Process Time - (5 minutes) Each member will leave the group with one new emotion word that they learned that describes their current emotional state.</p> <p>Evaluation of each group session - (5 minutes) session rating scale is given to each member at the end of session to measure outcomes - (See Appendix IV)</p> <p>Homework/Follow-up Activities - Each member will do a “mood check-in” every day and journal 1-2 sentences of what emotions they are experiencing and why and be willing to share in the next group session.</p>

Session 5	Session 6
<p>Statement of purpose for the session – Understand the individual’s current ability to regulate emotions and teaching the group the third pillar of DBT – emotion regulation.</p> <p>Goals of the session – Understand why emotion regulation is important, especially in regards to relapse prevention, practice emotional regulation skills and be able to implement them in daily life.</p> <p>Time Required - 90 Minutes</p> <p>Materials Needed - DBT Skills Leadership Manual, Emotion Regulation Questionnaire (See Appendix IV), Emotion Regulation Skills Worksheet (See Appendix III)</p> <p>Content and Process -</p> <p>Introduction – (20 minutes) Review in-between homework assignment on tracking mood each day and how that went for each member of the group. Introduce the topic of emotion regulation.</p> <p>Teaching time/Didactic Component – (30 min) Teach the group why it is important to learn how to regulate emotions and how to regulate emotions through hands-on activity</p> <p>Working Time/ Experiential Activities – (30 min) Group members will do the emotion regulation skills worksheet in class and then discuss with the group what they found to be challenging as well as interesting about the activity.</p> <p>Process Time - (5 minutes) Each member will leave the group with an emotion word for the day after practicing emotional regulation activity.</p> <p>Evaluation of each group session - (5 minutes) session rating scale is given to each member at the end of session to measure outcomes - (See Appendix IV)</p> <p>Homework/Follow-up Activities – Each member will implement an emotional regulation exercise into their daily routine and tell the group how it went in the next session.</p>	<p>Statement of purpose for the session – Teach the group interpersonal effectiveness skills, including building and maintaining meaningful relationships – the fourth pillar of DBT.</p> <p>Goals of the session – Learn how to build new relationships, strengthen current ones and deal with conflict situations, have the ability to communicate effectively with others.</p> <p>Time Required - 90 Minutes</p> <p>Materials Needed - DBT Skills Leadership Manual, Interpersonal Effectiveness Skills and DEAR MAN Exercise Worksheets (See Appendix III)</p> <p>Content and Process -</p> <p>Introduction – (20 minutes) Review in-between session assignment on emotion regulation and discuss here-and-now and interpersonal focus.</p> <p>Teaching time/Didactic Component – (20 minutes) Teach what interpersonal skills and goals are, including implementation of the DEAR MAN acronym in order to communicate effectively with other.</p> <p>Working Time/ Experiential Activities – (40 minutes) – Read and review with group interpersonal skills worksheet and then do the DEAR MAN exercise worksheet. Each member will share their DEAR MAN scenario with the group.</p> <p>Process Time - (5 minutes) Have facilitator ask a question and have each member take a turn reiterating their position and not budging from it (practicing the Reinforce skill).</p> <p>Evaluation of each group session - (5 minutes) session rating scale is given to each member at the end of session to measure outcomes - (See Appendix IV)</p> <p>Homework/Follow-up Activities - Each member will commit to implementing the DEARMAN skill with a friend or family member this week and discuss with the group how it went in the next session.</p>

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What is Mindfulness? (Worksheet). Therapist Aid. (n.d.). Retrieved April 11, 2022, from

Urge Surfing (Worksheet). Therapist Aid. (n.d.). Retrieved April 18, 2022, from

<https://www.therapistaid.com/therapy-worksheet/urge-surfing-handout>

Appendices

Appendix I

DBT Skills Group Flyer

DBT SKILLS GROUPS



CREATING A LIFE WORTH LIVING

DBT Skills Group for adults struggling with substance abuse who will benefit from increased ability to practice mindfulness, tolerate distress, regulate emotions, and engage effectively in relationships.

Group Details:

Adults ages 18+

Group meets once a week on Fridays

Total of 10 sessions, 90 minutes each

Initial interview is required before joining group

Cost is \$75 per session

Contact nicole@renewinglife.net to sign up for the next session

Appendix II

Informed Consent



Welcome to the Renewing Life Center. We appreciate the opportunity to serve you and your family. This document contains important information about our services and is designed to help you understand the professional relationship that exists between you and your counselor. Please note any questions you may have so you can discuss them with your counselor. When you sign this document, it will represent an agreement between us.

Renewing Life Center Services and Counselors

The Renewing Life Center is a nonprofit Christian counseling center. Each counselor at the Renewing Life Center approaches their work as a therapist through a biblical worldview and seeks to ethically integrate faith into the counseling process. Many clients choose to come to the center because of this integration, others come for different reasons. We recognize and respect the diversity in all of our clients and offer services to all people regardless of differences in faith or background.

The Renewing Life Center has different types of counselors:

- Licensed Marriage and Family Therapists and Licensed Professional Counselors.
- Pastoral counselors who have a minimum of a Master's degree and extensive experience in pastoral counseling.
- Licensed Marriage and Family Therapist Interns and Licensed Professional Counselor Interns.
- Student interns who are in the final stage of graduate studies in their Marriage and Family Therapy or Licensed Professional Counseling program. Student interns are supervised by Mark Whelchel MS. LMFT

Your therapist will discuss their background, licensure and educational background with you.

The Therapeutic Process

Therapy is not easily described in general statements. It varies depending on the personalities of both the therapist and the client and the particular problems being addressed. Different counselors will use different approaches, counseling techniques, and interventions depending on the client and the counseling issues being presented. Therapy also calls for a very active effort on your part.

The therapy process can have benefits and risks. Change is difficult and the process of change can sometimes be uncomfortable. Because therapy often includes discussing unpleasant aspects of your life, you may experience feelings like sadness, guilt, anger, frustration, loneliness and helplessness. These painful feelings are usually a normal part of the process on the way towards healing. Therapy often leads to better relationships, solutions to specific problems, and significant reductions in feelings of distress. But, there are no guarantees as to what you will experience. Questions about the therapeutic process are always welcome.

In order to provide the very best services possible, counselors will compile written case notes which include diagnosis, treatment plans, all clinical notes, correspondence, and signed documents. Student interns may also record sessions (audio and/or video) for supervision and training purposes with their clinical supervisors. All materials are subject to the strict confidentiality guidelines described in this document. Case notes (as required by state law) are kept for a minimum of five (5) years for adults and for five years after a minor client turns 18, and audio or video recordings are destroyed immediately after supervision.

Counseling Sessions

All individual counseling sessions generally last 50 minutes, with DBT skills group sessions lasting 90 minutes and are scheduled weekly as mutually agreed upon. It is expected that your sessions will begin and end on time. If you are unable to attend a scheduled session please call to cancel or reschedule at least 24 hours prior to your appointment.

Payment for Services

Payment for services are due before the beginning of our sessions together. Initial intake session and all subsequent sessions are based on a sliding scale and your ability to pay.

Cancellation Policy:

When you schedule an appointment, your appointment time is being held exclusively for you and you will be charged for your appointment time whether or not you attend. If you are unable to attend your session and you give a 24-hour cancellation notice your fee will be waived. If you are late to your appointment your counselor will still need to end on time in order to not run into the next person's session. If your counselor is late to your appointment you will still be given your full 50-minute therapy hour. Additional professional services requested by you such as letter writing, reports, and meetings on your behalf will be billed at the same rate.

Fees for Court Services:

Counselors from the Renewing Life Center are not available to testify for you in court. Our counselors will not agree to attend court with you but we recognize they may receive a subpoena to appear. If you, your attorney, a judge, or another attorney subpoenas your counselor to appear in court or take a deposition for your court case, you agree to pay for their time. Because of the unpredictability of the time requirements of court, our experience has shown that your counselor will need to block a full day in their schedule to appear in court. The counselors fee for appearing in court is \$150 per hour or \$1,200 for the day. You agree to pay this fee in advance for this service. A five-day cancellation notice (Because of the time it takes to rebook a full day) is required to receive a refund of your fee.

Health Insurance

Health insurance companies usually require that I diagnose your mental condition and indicate that you have a mental health "illness" before they will agree to pay for any portion of your treatments. In the event a diagnosis is required, I will inform you of the diagnosis that I plan to render upon your request. Please note that some conditions for which people seek counseling do not qualify for reimbursement. Any diagnosis made will become part of your permanent insurance records.

In addition, health insurance companies often require that I submit periodic reports and/or case notes discussing your progress. By signing this document, you acknowledge and give me permission to release information to the insurance company about your diagnosis, treatment, admission, medication regimen, treatment plan, treatment progress, mental health history, and discharge planning. By signing below, you give me permission to share billing and attendance information with an outside billing person.

Confidentiality

All of our communication becomes part of the clinical record, which is accessible to you upon request. It is important for you to know that everything you discuss with your counselor, as well as your written client record, will remain strictly confidential. The following are limitation and exceptions to this confidentiality:

- 1) If there is reasonable suspicion that you are a danger to yourself or others.
- 2) If there is reasonable suspicion of abuse, neglect, or exploitation of a child, elderly, or disabled person.
- 3) I receive a court order to disclose information to a judge
- 4) You direct me, in writing, to release your records.

Contacting Your Therapist and Emergencies

The Renewing Life Center is open from 9-5 Monday through Friday (Except for legal holidays). We do not have 24-hour emergency or "on call" coverage. If you believe you will need a counseling center with 24-hour coverage we are happy to give you referrals. If you have an after-hours or weekend mental health emergency, please call 911 or go to the nearest emergency room. You can reach your counselor during regular business hours. However, therapeutic issues will normally only be discussed during a scheduled appointment. Phone and email communication should be used for scheduling or other questions you may have for your counselor. Please be aware that phone, email and other forms of electronic communication are not completely confidential forms of communication.

Weekend and Evening appointments:

The Renewing Life Center offers weekend and evening appointments. While the office is closed during these times, advance appointments can be made for counseling. Weekend and evening appointments are paid for in advance.

Client Rights

1. You have the right to ask questions about anything that happens in counseling. Your counselor is always willing to discuss any part of your therapy with you or engage in other therapeutic approaches you believe might be helpful to you. While your counselor will be following their treatment plan, you can and should have a very active voice in your overall counseling experience. If you have concerns or you are unhappy with any aspect of your therapy, we hope you will discuss these concerns with your counselor; your counselor is open to any feedback you have for them.
2. You have the right to end therapy at any time without any moral or legal obligations. The only financial obligations in ending therapy will be those already accrued. It is also a best practice to let your counselor know when you are considering discontinuing therapy so there is an opportunity to gain good closure for the work you have done in counseling. The Renewing Life Center will not keep inactive counseling cases in an open status if the client is no longer attending counseling.
3. When a client has not made appointments or received counseling for a period of 45 days the counseling relationship will automatically terminate at that time and the client file will be considered closed. All therapy records will be destroyed five years after the last counseling appointment. Of course, the client is free to reopen their case and return to counseling again at any time. Depending on the length of time, new forms may be required to be filled out and signed when returning to counseling.

Licensing Board

In the event you are dissatisfied with my services for any reason, it is encouraged to discuss any concerns

with me. However, if I am not able to resolve your concerns, you may report complaints against me with the organization below should you feel I am in violation of any of these code of ethics. I abide by the ACA Code of Ethics (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>).

Address of Nevada Licensing Board where to send complaints:

State of Nevada Board of Examiners for Marriage and Family Therapists and Clinical Professional Counselors
7324 W. Cheyenne Ave. Suite #10
Vegas, Nevada 89129
(702) 486-7338
marriage.nv.gov

If you have any questions, please feel free to ask. Please sign and date both copies of this form. You will keep one and give the other to me. This will become part of your permanent client file maintained by me. Your signature below indicates that you have read this document, we have discussed it, and you understand its contents.

Acceptance of Terms

We agree to these terms and will abide by these guidelines.

Client: _____ Date: _____

Counselor: _____ Date: _____

Appendix III

Handouts

Session 1 Activity Information is adopted from www.pinerest.org and is located here:
Client History Form - <https://www.pinerest.org/media/DBT-Client-History-Form.pdf>

Session 2 Activity Information is adopted from www.therapistaid.com and is located here:
What is Mindfulness? - <https://www.therapistaid.com/worksheets/what-is-mindfulness.pdf>
Mindfulness Exercise - <https://www.therapistaid.com/worksheets/dbt-mindfulness-skills.pdf>

Session 3 Activity Information is adopted from www.therapistaid.com and is located here:
ACCEPTS Exercise - <https://www.therapistaid.com/worksheets/dbt-accepts.pdf>
Urge Surfing Exercise - <https://www.therapistaid.com/worksheets/urge-surfing-handout.pdf>

Session 4 Activity Information is adopted from www.therapistaid.com and is located here:
Identify and Name Emotions - <https://www.therapistaid.com/worksheets/emotions-language-signs-behaviors.pdf>

Session 5 Activity Information is adopted from www.therapistaid.com and is located here:
Emotion Regulation Skills (PLEASE skills) - <https://www.therapistaid.com/worksheets/dbt-emotion-regulation-skills.pdf>

Session 6 Activity Information is adopted from www.therapistaid.com and is located here:
Interpersonal Effectiveness Skills - <https://www.therapistaid.com/worksheets/dbt-interpersonal-effectiveness-skills.pdf>

DEAR MAN Exercise - <https://www.therapistaid.com/worksheets/dbt-dear-man.pdf>

Appendix IV

Assessments

Pre-Assessment (Used in Session 1)

<https://static1.squarespace.com/static/55203407e4b07056fd8cf67e/t/5521598be4b0951943494701/1428248971108/Group+Therapy+Questionnaire.pdf>

Session Rating Scale (Used after each session)

<https://www.uvm.edu/~cpincus/Session%20Rating%20Scale.pdf>

The Mindful Attention Awareness Scale (MAAS): (Used in Session 2)

[https://ggsc.berkeley.edu/images/uploads/The_Mindful_Attention_Awareness_Scale_-_Trait_\(1\).pdf](https://ggsc.berkeley.edu/images/uploads/The_Mindful_Attention_Awareness_Scale_-_Trait_(1).pdf)

DBT Ways of Coping Checklist (DBT-WCCL): (Used in Session 3)

<http://depts.washington.edu/uwbrc/wp-content/uploads/DBT-WCCL.pdf>

Emotion Regulation Questionnaire (ERQ): (Used in Session 5)

https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Personal_Growth_and_Positive_Emotions_EMOTION_REGULATION.pdf